

ENNISKILLEN INTEGRATED PRIMARY SCHOOL



ASSESSMENT

and

REPORTING

POLICY

CONTEXT

The staff of Enniskillen Integrated Primary School embraces the different forms of assessment within their everyday classroom practice.

We have identified these as:

- **Summative** (Assessment of Learning)
- **Formative** (Assessment for Learning)
- **Diagnostic**
- **Evaluative**

All assessment in our school is through the mode of either:

- **Oral**
- **Written**
- **ICT/Digital**
- **Practical/Experiential**
- **Expressive/Performance**

We recognise Summative and Formative Assessment are not opposing or contradictory practices, instead they are complementary approaches.

Teachers plan on a monthly basis and planners take account of assessment. **Appendix 1**

WHAT DO WE ASSESS AND REPORT?

We assess and report on the following:

- **Cross-Curricular Skills**
 - Communication
 - Using ICT
 - Using Mathematics

- **Thinking Skills and Personal Capabilities**
 - Managing Information
 - Being Creative
 - Self Management
 - Thinking
 - Problem Solving
 - Decision Making
 - Working with others

- **Areas of Learning**
 - Physical Education
 - Religious Education
 - The World Around Us
 - The Arts
 - Personal Development and Mutual Understanding
 - Language and Literacy
 - Mathematics and Numeracy

These are reported on annually in June of each school year.

In September of each academic year parents are informed of our timetable of assessment and reporting for the current year.

Appendix 2 is our current timetable. This is also displayed on our school website. www.enniskillenintegrated.org.uk

In addition to this timetable class teachers are also using the following assessment tools to plan their teaching:

Formative Assessment

Teachers use a variety of Assessment for Learning strategies in their classroom:

- Sharing Learning Intentions and Success Criteria
- Visible Learning Intentions - WALT
- Visible and agreed Success Criteria
- Planning Boards
- Self-Assessment
- Peer Assessment
- Effective questioning
- Observation
- Giving feedback to pupils on the quality of their work and what they can do to make it better - in oral and written form
- Pupil Reflection - 2 Stars and a wish/Thumbs Up
- Individual pupil target setting

Summative Assessment

- Class tests
- Weekly tests
- Homework

Diagnostic and Evaluative Assessment

Within school we use **Appendix 3** for diagnostic and evaluative purposes.

Assessment Manager is used to record individual pupil scores - we use this programme to track individual pupil progress.

These diagnostic assessments are also used for referrals to The Education Psychology Service.

Teachers liaise on a rolling weekly timetable with our SENCO to discuss individual pupils.

INCAS - Years 4 - 7

We have devised an individual pupil report - **Appendix 4**. This is discussed with and given to parents at individual interviews in November of each year.

In addition we use the following tools:

Phonics Assessment - Read Write Inc - individual pupil assessment - termly

ALTA Maths - Years 4 - 7

CEA ICT Accreditation - Years 5 - 7

Key Words - Years 2 and 3

Lines of Progression in ICT - Years 1 - 7

WHY WE ASSESS AND REPORT?

- To build a more open relationship between learner and teacher
- To improve individual pupil progress
- To assist and encourage pupils in taking ownership of their learning
- As a tool to gather hard data to assist our school improvement
- Accountability of The Board Of Governors
- DE legislation
- As an aid to assist teachers with their monthly planning

Appendix 1



LANGUAGE and LITERACY Medium Term Planning Year Group Date Jan

	Teaching Activities/Context	Learning Intentions	Success Criteria
SHARED LITERACY EXPERIENCES			
READING (Shared/Guided)			
WRITING			
TALKING & LISTENING			

Cross-Curricular Skills

RESOURCES	ASSESSMENT	EVALUATION



	Teaching Activities/Context	Learning Intentions	Success Criteri
NUMBER			
MEASURES			
SHAPE & SPACE			
HANDLING DATA			

Cross-curricular skills

RESOURCES	ASSESSMENT	EVALUATION

OTHER LEARNING AREAS Medium Term Planning Year Group _____ Date _____



	Teaching Activities	Learning Intentions	Success Criteria
THE WORLD AROUND US			
THE ARTS			
PHYSICAL DEVELOPMENT & MOVEMENT/ PE			
ICT			
RE			
PDMU			

Educational Visits/Tutors/Visitors etc.

RESOURCES	ASSESSMENT/OBSERVATIONS	EVALUATION

Appendix 2

Assessment and Reporting

2009 - 2010

Term 1

October	Meet the Teacher (Years 1, 4, 5, 6, 7)
October	Parent Interviews (Nursery, Year 1, 2, 3)
October	INCAS (Years 4, 5, 6, 7)
November	Parent Interviews (Years 4, 5, 6, 7)

Term 2

February	Year 7 Transfer Interviews
March	Parent Interviews (Nursery, Years 1 - 6)

Term 3

April	End of Key Stage Assessment
June	Transition Report (Nursery) Annual Report

Appendix 3

Term 1

September

Year 1 Language Assessment **BPVS**

Year 1 Baseline Assessment

Term 2

February

Year 2 MIST

Term 3

May

Years 3 - 6 NRIT

Year 7 Verbal Reasoning

Years 2 - 7 NFER Maths

Years 3 - 4 Young Reading/Spelling

Years 5 - 7 Young Cloze

Appendix 4